

INDIVIDUALIZED EDUCATION PROGRAM (IEP) §300.347(a-c)

Student's Full Name		DOB	Grade	Student ID#	Date of IEP Meeting	
Address			City		State	Zip
Home Phone		Work Phone		Parent/Guardian		
Primary Language of Home		Limited English Proficient <input type="checkbox"/> Yes <input type="checkbox"/> No		Language of Instruction		
School of Residence			School of Attendance			
Address			Address			
City/State/Zip			City/State/Zip			
Documentation of Participation at IEP Meeting §300.344(a-c)						
Position/Relationship to Student		Signature			Month/Day/Year	
Parent(s)						
Regular Education Teacher						
Special Education Teacher/Provider						
District/School Representative						
Individual to interpret instructional implications of evaluation results						
Other at discretion of parent or district/school						
Student whenever appropriate						
Other						
Statement of Transfer of Rights at the Age of Majority §300.347(c)						
<p>At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).</p> <p><input type="checkbox"/> Yes, Date: _____</p>						

STUDENT NAME: _____ DOB: _____

Present Levels of Educational Performance (PLEP) §300.347(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum, including consideration of special factors. For preschool children, consider how the disability affects the student's participation in appropriate activities. Give consideration to school-to-adult life transition planning needs, including vocational training, employment, post school plans, and student preferences/interests. Provide a description in the PLEP of the student's current knowledge, skills, and abilities and experiences in relation to EACH of the post-school areas targeted. **(14 year olds, course of study, and 16 year olds, inter-agency linkages).**

[illegible]

STUDENT NAME: _____ DOB: _____

[illegible]

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal (ESY? ☐ Y ☐ N)

Benchmarks or short-term objectives

Measurable Annual Goal (ESY? ☐ Y ☐ N)

Benchmarks or short-term objectives

Measurable Annual Goal (ESY? ☐ Y ☐ N)

Benchmarks or short-term objectives

STUDENT NAME: _____ DOB: _____

Statement of Transition Service Needed §300.347(7)(B)(1)

Statement of transition service needed that focuses on the courses of study, developed by the age of 14 and updated annually

Statement of Needed Transition Services §300.347(7)(b)(2); §300.348(a-b)

Beginning by age 16, or younger if appropriate, indicate which goals are related to each need area; or describe the plan for providing transition services in the appropriate areas including interagency responsibilities or any needed linkages.

Vocational Training	Independent Living	Integrated Living
Post Secondary Education	Community/Leisure	Other
Continuing and Adult Education	Integrated Employment	Other

Service	Activity/Strategy	Agency Responsible	Start Date	End Date
Education/Instruction				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional Vocational Evaluation				
Related Services				
Other				

STUDENT NAME: _____ DOB _____

Special Education Services §300.347(a)(3)

Special Education Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position

Related Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position

Supplementary Aids and Services	Initiation Date	Frequency/Amount	Duration	Location

Program Modifications or Supports for School Personnel	Initiation Date	Frequency/Amount	Duration	Location

Non-Participation in Regular Class Activities §300.347(a)(4)

Provide an explanation of the extent, if any, to which the student will **NOT** participate with non-disabled students in the general curriculum, extracurricular and nonacademic activities, and program options. If necessary, attach an additional page. Include consideration for any potential harmful effects of the placement on the student or the quality of services.

Accommodations and Modifications for Instruction and Assessment §300.347(a)(5)

<p style="text-align: center;">Accommodations</p> <p>Provisions made in how the student accesses/demonstrates learning.</p>	<p style="text-align: center;">Modifications</p> <p>Changes in what the student is expected to learn or demonstrate.</p>
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<input type="checkbox"/> Yes, the student will participate in assessment <i>without</i> accommodations or modifications.			
<input type="checkbox"/> Yes, the student will participate in assessment with accommodations or modifications as listed above ***.			
Assessment	** Instructional Level	*** Testing Level:	Out of Level
*AIMS or AIMS-A *For graduation, specify the level student must achieve for graduation from high school (i.e. approaches, meets, exceeds standards)	Writing_____	Writing_____	Y N
	Reading_____	Approaches or Meets Standard	Y N
	Math _____	Approaches or Meets Standard	Y N
		Approaches or Meets Standard	
STANFORD-9	Language_____	Language_____	Y N
	Reading_____	Reading_____	Y N
	Math_____	Math_____	Y N
SCHOOL-WIDE ASSESSMENT	Content Area_____	Content Area_____	Y N
	Content Area_____	Content Area_____	Y N
	Content Area_____	Content Area_____	Y N

** AIMS Instructional levels: Functional, Readiness (Kindergarten), Foundations (grades 1-3), Essentials (grades 4-8), Proficiency (grades 9-12) and Distinction (honors)
 *** AIMS and AIMS-A tests given at grades 3, 5, 8, and 10 or ages 9, 11, 14 and 16

Statement of Progress Toward Goals §300.347(a)(7)

How will the parents be regularly informed of their child's progress toward annual goals and the extent to which that progress is sufficient to enable the child to achieve goals by the end of the year?

For Students in a Private Residential Facility §300.302 and ARS 15-765

- ☐ The Exit Criteria have been developed and are attached.
☐ Not applicable, the student is not placed in a private residential facility

Extended School Year Services §300.309 and §ARS 15-881

Eligibility Criteria for ESY	Decision	ESY Services to be Provided
<input type="checkbox"/> Eligibility and a statement of services for ESY have been determination and are attached		